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from a trade to a profession. The criticism which we would make on the author's first work, mentioned above, can, we think, be fairly made on this one. In style it is too philosophical and even involved. In comparison for instance with such a work as James' *Psychology*, which certainly treats of quite as complex a subject—the style is in the ratio of advanced algebra to primary arithmetic. We should think it might be found hard reading for the majority of those for whom it is intended. Practical questions are discussed sensibly, strongly, in a way that perhaps not all will agree to, but a book with which all would agree would be a book not worth the writing. Such a sentence as this should pass into an aphorism: "If a boy is not decently switched in school by a teacher, he may have to be indecently cudged by the police after expulsion from school." The discussion of the false sense of honor, so-called, which leads a pupil to screen his fellow deserves quoting in part: "Teachers claim that it is not right for a teacher to ask a pupil to report the bad conduct of another, and they must claim this on the ground that such a course violates the pupil's proper and strong attachment to his fellow-pupil, to serve the teacher's personal gain. The teacher has inculcated the thought that the school is his school, and the pupils properly think, 'Let him take care of it; we shall not help him to manage us.'" If the pupils feel that it is their school, and that the teacher is simply to help them to make it beautiful and good, the sentiment of honor would change from the feeling of honorable conduct towards a comrade as against a teacher, to that of honorable conduct towards the school which is for the good of all his comrades."

It is hardly necessary to say more to get an idea of the spirit and scope of the work. Every teacher will be the better for reading it.

C. H. T.

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*A Working Manual of American History*, for Teachers and Students. By WILLIAM H. MACE. C. W. Bardeen, publisher, Syracuse.

THIS is a successful combination of the topical and laboratory methods of history teaching, and is designed, as the author states in his introduction, to enable the teacher to preserve the proper relations between historical events and the ideas underlying them, and to force the pupil to inquire deeply into the significance of events and perceive in them the movement of ideas and the growth of institutions.

In pursuance of this plan the book consists of two parts, the first of 108 pages, being a topical outline down to 1870, beginning with a study of the general causes opening up America to Europe. Of these pages about 70 are given to the period before 1789, and to the investigation of colonial New York and Pennsylvania, doubtless for local reasons, especial space is given. At the end of each group of topics is an excellent list of authorities, and these references have been made commendably definite for the student by the giving of the pages in each work named. When documentary evidence is to be had reference is made in this topical portion to the 170 pages of extracts from historical documents which comprise the second part of the manual. These extracts are well chosen, comprehensive and generous, and constitute an admirable feature of the book. To each document are appended four or five topics for study or writing which serve to suggest lines of inquiry, and thus help the pupil to solve for himself the historical problems presented to him. Two criticisms may be fairly made, one that the space and emphasis given to the period before 1789 are much too large, being considerably more than half of the book in both topics and documents, and thus disproportionate to its relative importance, and the other that the topics and documents are not brought down to a date later than 1870.

The manual will be of much value for advanced classes in the secondary schools and for college work.

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### CORRECTION.

In the January SCHOOL REVIEW, p. 27, the three lines beginning "Comment of the Examiner" are perfectly irrelevant. In making the abstract they should have been left out. Furthermore, certain omissions on p. 25 make the article reflect rather severely upon the superintendent, whereas the article as prepared could not be so construed. For the bad abstracting I am responsible. All the many merits of the article are Dr. Bulkley's; all the blunders mine.

C. H. THURBER